LIFE SKILLS COUNSELING IN THE DEVELOPMENT OF COLLEGE STUDENTS PSYCHOLOGICAL WELL-BEING

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ABSTRACT

This research aims to conceptually examine life skills counseling in the development of college students psychological well-being. The research method uses library research. Data sources were obtained from international journal articles, ebooks, and website articles. The data source is accessed through Google Scholar. Data analysis used the process of content triangulation analysis of research studies on life skills counseling and psychological well-being. The results of the study show that theoretically, life skills counseling can develop students' psychological well-being. This can be seen from the relationship between the dimensions of psychological well-being and various skills that need to be developed in life skills counseling to develop the psychological well-being of college students. The limitation of this study only conceptually examines life skills counseling in developing students' psychological well-being. Therefore, it is necessary to follow up with the development of interventions in the form of life skills counseling models in developing students' psychological well-being. The life skills counseling model to be developed uses the life skills counseling construct from Nelson-Jones and the psychological well-being construct from Carol Ryff.

Keywords: College Students, Psychological Well-Being, Life Skills Counseling

INTRODUCTION

Industry 4.0 is another name for the fourth industrial revolution. The concept of "Industry 4.0" was formulated in 2011 by K. Schwab (Magera, 2019). The industrial revolution 4.0 is marked by the extensive use of cyber-physical systems, which quickly produce and process large amounts of data (Dombrowski & Wagner, 2014). The meaning of the industrial revolution 4.0 is the development of technology which is very rapid and has replaced various types of work that are usually done by humans which are not limited to automation and digitalization so that human work becomes faster, cheaper, more effective and efficient (Rahayu & Ramdhaniyah, 2019).

The era of the industrial revolution 4.0 will certainly have an impact on all aspects of human life (Mavianti, 2019). The industrial **revolution** 4.0 has had positive and negative impacts on humans (Reza, 2018). The positive impact is the advancement of information technology (IT) which is getting easier for everyone, causing everyone to be connected in a social network. A lot of information provides great benefits for the development of science and the economy of a nation (Aryati, 2019). Technological advances make it easier for humans to fulfill all their needs by using smartphones (Pratama et al., 2016). Using a smartphone and a good internet connection makes it easier for people to shop online without having to leave the house (Hermawan, 2017).

The negative effects of the industrial revolution 4.0 had an impact on social relations and human mental health (Reza, 2018; Boguszewicz et al., 2021). This is due to the excessive use of technology. Social impact occurs in people who constantly look at their cell phones during conversations or while they are engaging in activities that involve interpersonal relationships. This is called phubbing (Carlos et al., 2021). Phubbers (as they are called) often ignore the importance of maintaining and/or developing relationships by not communicating with other people. Phubbing occurs in everyday human activities, such as during meals, meetings, lectures, or social activities with family and friends (Reza, 2018).

Another negative effect of the industrial revolution 4.0 on human mental health can be seen in the use of cell phones and the internet. People who are smartphone-dependent will feel anxious, bored, stressed, and have difficulty sleeping if they don't use a smartphone (Aljomaa et al., 2016). The results show that students who are smartphone-dependent tend to neglect their coursework and separate themselves from friends and family (Torrecillas, 2007). Javid et al., (2011) found that increased student cell phone use can harm their academic performance, mental health, and subjective well-being or happiness.

Internet dependence also causes humans to experience psychological disorders. Internet dependence is a problem that arises when a person becomes completely dependent on internet connectivity and can even cause them to experience symptoms of anxiety, anxiety, and violence if they do not have access to a network (Sanchez-Carbonell et al., 2008). Research conducted by Mathew, (2020) found that internet dependence causes cognitive dysfunction, poor academic performance, and student's physical, mental, and behavioral disorders.

In addition to the disruption of smartphones and the internet, the implementation of the Industrial Revolution 4.0 was followed by an increasingly massive structured spread that has resulted in cyberbullying among teenagers (Dami & Waluwandja, 2019). Cyberbullying is behavior carried out through electronic, digital, and social media by individuals or groups who continuously convey hostile information, threats,

and attacks to other people or groups to cause harm or inconvenience to these other people or groups (Tokunaga, 2010). Cyberbullying can also cause negative emotions, depression, loneliness, suicidal tendencies, decreased academic performance, isolation, and anxiety (Dami & Waluwandja, 2019).

Facing various psychological problems faced by students as a result of developments in science and technology, students should ideally have good mental resilience. For some students, this condition is a life challenge but for some other students, it is a problem that requires adjustment to these tensions. This tension can result in decreased productivity, increased feelings of anxiety, stress, and inadequacy (Hadjam, 2005).

Various psychological or mental problems experienced by students are an indication of low student psychological well-being (Arslan & Allen, 2021; Syahril & Janna, 2021). Psychological well-being is positive affect which is defined by satisfaction, enjoyment, and happiness and the symptoms are positive beliefs about life, positive emotions, and no negative emotions (Sadati et al., 2019). Psychological well-being is a condition in which a person is characterized by feelings of happiness, low-stress levels, good physical and mental health, and quality of life (Vázquez et al., 2009). In other words, individuals with high psychological well-being maintain their physical and mental health to be able to face various kinds of obstacles and challenges to achieve happiness and satisfaction in their lives in the future (Syahril & Janna, 2023).

A broader definition of psychological well-being was put forward by Ryff, (1995) who argued that psychological well-being is people who evaluate themselves and their past lives positively, build good quality relationships with those around them, act independently, manage their life and environment, believe that their life has meaning and purpose and they develop as a person. The psychological well-being proposed by psychological well-being gets more attention and is accepted because of its empirical orientation in integrating with positive mental health dimensions (Fernandes et al., 2010).

Various interventions developed by experts in developing human psychological well-being. Among them is research by Ruini & Fava, (2009) which uses well-being therapy in developing the psychological well-being of sufferers of anxiety disorders in hospitals. Research by Edwards & Edwards, (2014) who developed cognitive behavior therapy counseling in developing psychological well-being for AIDS sufferers. Both interventions are therapeutic. Currently there is counseling developed by Nelson-Jones, (1994) called life skills counseling. The counseling aims to develop human psychological aspects and also equip humans with various skills needed in their lives (Palmer, 2000). Therefore, this study aims to theoretically examine life skills counseling in developing the psychological well-being of college students.

METHODOLOGY

The research method used in this study uses the method of literature study or literature review. Literature study is a study in which researchers collect various information using data from various sources such as libraries, historical stories, books, and other sources (Habsy, 2017). The data source uses sources obtained from searches from published journal articles and ebooks (Santoso et al., 2023). The data source in this study is a collection obtained from a collection of international journal articles accessed through Google Scholar by entering the keywords life skills counseling and psychological well-being.

Data analysis uses a content triangulation analysis process which is able to even out some of the data with the suitability of the study of the research topic. The process of analyzing the data is by mapping several data sources taken from several international journal articles as well as some data from supporting sources such as ebooks and articles from websites (Riza & Maryam, 2023).

RESULTS AND DISCUSSION

College Students Psychological Well-Being and Life Skills Counseling

Psychological well-being is important for students to have because psychological well-being is the most valuable welfare for every individual to live a healthy life, making it an important attribute in one's life during college (Sujatha & Jayakumar, 2017) Psychological well-being is one dimension of mental health. Psychological well-being can be defined as an individual's cognitive and emotional reaction to their environment and the way people use it to interact with it (Wood & Joseph, 2010).

Therefore, students need help to improve their psychological well-being. According to (Kemdikbud-Ristek, 2021) the way that can be done to improve the psychological well-being of students is to provide various life skills in the form of skills in managing emotions and behavior, empathy, and concern for others, effective problem solving, decision making, and establishing positive relationships with other people. Life skills are basic life skills that are used to help improve mental well-being and competence in children and adolescents when they face problems in their lives (Maryam et al., 2011). It is based on the philosophy that they must be qualitatively empowered to take responsibility for their actions (WHO, 2001).

A clear and concrete definition of Life Skills is provided by the World Health Organization (WHO). They define it as the ability 'for adaptive and positive behavior that enables the individual to effectively deal with the demands and challenges of everyday life' (WHO, 2004). 'Adaptive' means that a person is flexible and able to adapt to various circumstances. 'Positive behavior' implies that one moves forward even in difficult situations, and can find glimmers of hope and opportunities to find solutions (Kaur, 2011). (Kaur, 2011).

Life skills will enhance individual well-being and foster a positive outlook and healthy behavior. Life skills help improve knowledge, skills, attitudes, and effective communication, engage in risk-free behavior, help develop their full potential and improve their psychological well-being (Sujatha & Jayakumar, 2017). Life skills assume that every human being is a creature who has the responsibility to determine the quality of his life. This means that humans have a role and responsibility to develop themselves optimally in improving their quality of life. Life skills are essential psychosocial competencies and contain a person's ability to overcome challenges and obstacles (WHO, 2003).

Various studies have shown that life skills can improve psychological well-being. Hawkins et al., (1992), showed that life skills training will teach social and emotional skills that have positive effects in various fields, such as reducing aggression, reducing stress and low self-esteem in adolescents, reducing drug use and delinquency, increasing academic test scores, and increased positive attachment to school and family.

Research by Golby & Wood, (2016) regarding life skills training in improving psychological well-being shows that there is an increase in self-esteem, self-efficacy, positive influence, and student optimism.

Research by Bahramabadi et al., (2015) shows that life skills training (self-assertive, problem-solving, and stress management) leads to increased psychological well-being and student satisfaction at school. Furthermore, the research by Sadati et al., (2019) showed that life skills can significantly improve the psychological well-being of students, and one's ability to positively prevent behavioral and emotional disorders.

Practicing life skills can be done by counselors through guidance and counseling programs (Manee et al., 2015). The purpose of life skills training in guidance and counseling is to help a person identify feelings as values, facilitate decision-making and choices, resolve conflicts, know God, identify opportunities, communicate effectively with others, and accept responsibility for behavior (Amrei & Farahani, 2016).

In addition, through guidance and counseling, counselors can use life skills as an intervention in developing students' psychological well-being (self-esteem, self-efficacy, racial/ethnic identity) (Packer, 2006), and predictors of student academic success (Currie et al., 2012). Life skills will enhance individual well-being and foster a positive outlook and healthy behavior. Life skills help improve knowledge, skills, attitudes, and effective communication, engage in risk-free behavior, help develop their full potential and improve their psychological well-being (Sujatha & Jayakumar, 2017).

Therefore, the counselor's approach to developing the psychological well-being of students can be done with a life skills counseling approach. Through life skills counseling, counselees can overcome their problems by developing thinking and acting skills so that they can deal with their problems in the present and can prevent problems in the future (Yusuf & Nurihsan, 2005). According to Nelson-Jones, (1997), life skills counseling focuses more on developing psychological aspects rather than human biological aspects. The main focus in the development of the psychological aspect is the development of self-potential and human mental health rather than gaining physical health. Furthermore (Nelson-Jones, 1997) revealed that the psychological aspects of humans have a broader meaning compared to just physical existence, humans have a unique ability to understand themselves and make choices in their lives.

Philosophy of Life Skills Counseling in the Development of College Students Psychological Well-Being

The philosophy of life skills counseling in the development psychological well-being is to help counselees develop themselves independently (self-development) based on the belief that skills can be learned and trained and adapted to the challenges and problems of their life (Gould & Carson, 2008). Individuals can develop themselves independently in obtaining well-being. Life skills counseling in improving psychological well-being as an element of self-development is based on the belief that various psychological pressures that occur in humans can always be resolved by developing human potential (Deutch et al., 2011).

Life skills counseling helps address the problems of ordinary/normal people by integrating humanistic (Cari Rogers), existential (Irvin Yalom), behavioral and cognitive (Albert Ellis and Aaron Beck) approaches. So the philosophical basis of life skills counseling is humanistic, existential, cognitive, and behavioral (Palmer, 2000). The humanistic approach is known as the third force in psychology and appears as an alternative to the psychoanalytic and behavioral approaches (Farooqi, 2021). The humanistic approach

to life skills counseling uses theory from person center therapy (PCT). In counseling person center therapy is used to help Kosley become more independent, spontaneous, and confident. Through PCT counselees can find resources within themselves to solve their problems. The counselor is very important to create a warm and harmonious relationship that encourages the counselee's self-growth in achieving optimal self-potential and believes that the counselee has the internal capacity to be good (Malchiod, 2003).

The existential approach is also used in life skills counseling because the existential approach teaches the counselee to have freedom and responsibility. The freedom in question is the counselee's ability to choose between existing alternatives, then the counselee learns to be responsible and willing to take risks for his decision to use freedom (Herlina & Hidayat, 2019). In addition, the existential approach also teaches counselees to gain self-identity and be able to establish relationships with others, search for meaning or purpose in life, anxiety as a condition often experienced in life, and awareness of death and death (Corey, 2013).

The purpose of using a humanistic approach in life skills counseling is to assist counselees in; 1) overcoming the problems experienced in their life by themselves; 2) encouraging counselees to actualize themselves optimally. Self-actualization is the highest level of psychological health. Such a person is also called a fully functioning person, and 3) an emphasis on establishing warm and positive interpersonal relationships and trust in interpersonal relationships, and 4) the counselee's search for life goals ((Palmer, 2000).

To change the counselee's perspective and actions and sharpen the counselee's understanding of the humanistic-existential meaning and help the counselee develop the various skills needed to become a person who can function effectively both in the present and in the future (Palmer, 2000), then Nelson-Jones, (1997) uses a cognitive and behavioral approach at a practical level. A cognitive approach that focuses on the counselee's thoughts, beliefs, or forms of self-talk. In other words, the cognitive approach focuses more on activities to manage the counselee's mindset so that it can change negative thoughts into positive thoughts so that more positive emotions are obtained (Rahmi, 2015). Meanwhile, behavioral focuses more on the actions taken by the counselee, determining forms (rewards) that can encourage certain actions or behaviors. Giving unpleasant consequences (punishment) aims to prevent the counselee from carrying out unwanted behavior (Ahmad, 2008).

Skills Required In Developing the Psychological Well-Being of College Students Through Life Skills Counseling

Life skills counseling aims to make the counselee become 'the skilled person', which means that the counselee has the skills and knowledge to be able to live effectively and independently in dealing with various problems in life (Yusuf & Nurihsan, 2005) including human psychological aspects. To obtain and achieve the quality of "the skilled person", the counselee has the skills of responsiveness, realism, relating, rewarding activity, and right and wrong. Here's the explanation;

a. Responsiveness, namely the counselee has skills related to awareness of the counselee's existence, understanding of his motivation, and sensitivity to his anxiety and negative feelings.

b. Realism, namely the counselee can think realistically. Realistic thinking is one's ability to think more logically and wisely by considering everything based on existing facts (Piacquadio, 2021).

c. Relating, skills in taking the initiative, giving care, establishing good relationships with others, working together, being assertive, and being able to manage conflict and negative emotions.

d. A rewarding activity, namely work skills, skills in managing free time, and maintaining physical health.

e. Right and wrong, namely skills related to the application of ethics and norms in life in society (Yusuf & Nurihsan, 2005).

These various skills are used to improve the psychological well-being of students which consist of dimensions of self-acceptance, establishing positive relationships with others, environmental management, personal growth, and independence. More details can be seen in the following table.

Table 1 Types of Skills in Developing Psychological Well-being

No	Life-Skills	Dimensions of Psychological Well-Being
1.	*Responsiveness*	o self-acceptance o life goals
2.	*Relating*	o establish positive relationships with others
3.	*Rewarding activity*	o environmental management
4.	*Realism*	o personal growth o independence

Based on Table 1 it can be seen that responsiveness is used to improve psychological well-being in the dimensions of self-acceptance and life goals so that counselees can know their existence regarding their self-acceptance and life goals that will be achieved in the future. Relating life skills are used to increase the psychological well-being dimension in the dimension of establishing positive relationships with others. With this skill, the counselee will be able to build good relationships and interact with other people in their environment. Rewarding activity skills are used to improve the counselee's psychological well-being dimension in the environmental management dimension. Realism skills are used to improve the counselee's psychological well-being in the dimensions of personal growth and independence. With this skill, the counselee can optimally develop his potential and become an independent and responsible person.

CONCLUSION

Life skills counseling can develop the psychological well-being of college students so that they can develop themselves optimally, are resistant to the pressures of life, have high productivity, play an active role in society, and can deal with problems appropriately, all of which are indicators of people who have good mental health. The limitations of this article are only limited to studies at the conceptual level, it needs to be followed up with the development of life skills counseling intervention models in improving college students' psychological well-being.

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